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ABSTRACT

The results of the 1981 data collection and evaluation efforts of Illinois transitional bilingual education programs are reported. Data were drawn from the 76 school districts on (1) the number of identified limited English proficient students served by state-funded transitional bilingual programs, (2) program entrance criteria, (3) daily minutes of instruction in English and the native language, (4) number of students transitioned into regular programs, (5) reasons for leaving transitional programs, (6) language assessment instruments used, and (7) student progress in English language skills. Quantitative results are presented on program participation by sex, language, grade level, minutes of instruction, frequency and results of language assessment instrument use, and program exit reasons. Graphs and tables, definitions of terms, and language test descriptions are appended. (RW)

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TRANSITIONAL BILINGUAL EDUCATION IN ILLINOIS

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Second Annual Evaluation Report FY 1981

Second Annual Evaluation Report

of

Transitional Bilingual Education Programs

FY 1981

FOREWORD

The Illinois State Board of Education is pleased to make available this Second Annual Evaluation Report of Transitional Bilingual Education Programs for FY 81. As of the 79-80 school year, a management information system was implemented in order to collect and maintain information on over 37,000 limited-English-proficient students in Illinois.

The target audiences for this report include districts serving limited-English-proficient students, parent and community groups, institutions of higher education, members of the General Assembly, the Illinois State Board of Education, other agencies and interested individuals. It is hoped that this report will be utilized by local, state and federal agencies in making fiscal and programmatic decisions.

Acknowledgment of cooperative assistance is offered to Ms. Maria Medina Seidner and Mr. Brian Bethke, manager and assistant manager of the Transitional Bilingual Education Section, respectively. A final acknowledgment is offered to Dr. Susan Duron, Program Evaluation and Assessment Section, who is responsible for the preparation of this evaluation report.

Donald G. Gill
State Superintendent of Education

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INTRODUCTION

Overview

The Transitional Bilingual Education Program is administered by the Transitional Bilingual Education Section of the Illinois State Board of Education. The establishment of the data collection system including data analysis and evaluation report writing is the responsibility of the Program Evaluation and Assessment Section, a separate accounting unit within the State Board of Education.

This report documents and contributes to a longitudinal base which will allow for reliable data collection and valid analysis. The report contains four sections. Section one contains the foreword, list of tables and list of figures.

Section two contains the major findings of the evaluation. Included is an introduction, limitations of the report, major findings and summary of the primary evaluation questions. Section three contains the quantitative results. This section includes program participation, student assessment and program exit information.

The final section, the appendices, includes tables and figures which display the data discussed in this report. Key definitions are also provided in addition to test descriptions of the most frequently used language proficiency and dominance tests.

For a thorough description of the total evaluation system, including specifications of the downstate and Chicago district assessment procedures, see the 1979-80 Program Summary and Evaluation Report. The 1980-81 Program Summaries and Selected Program Overviews is a publication which lists each district and includes programmatic and budgetary information. Copies of these reports are available from the Illinois State Board of Education.

LIMITATIONS OF THE REPORT

A limitation occurred in collecting, analyzing and interpreting data on the number of years in bilingual programs prior to exit. Districts which had not been collecting information nor maintaining records prior to implementation of the statewide data collection procedure beginning in 79-80 were unable to provide accurate information as to program entry date. As a result, students were reported as having begun the program during the 1979-1980 school year. Many of these students exited during the current school year thereby indicating what could be an inflated transition rate after one or two recorded years in the program. Therefore, interpretation of the data during the first and second year evaluations is limited. Because there is a unique student identification number which provides the mechanism for tracking individual students, this limitation will soon end. Also, in subsequent years, it will be possible to ascertain whether or not a significant proportion of students exit in the spring and re-enroll in the fall.

All bilingual programs which begin in the fall are not approved immediately by State Bilingual Program staff because of perceived program deficiencies or inconsistencies with the Rules and Regulations. Records regarding actual numbers of students requested by local district administrators to be waivered from program participation are not available until the program has been approved. Some districts are not approved until extensive monitoring by State Bilingual Program staff has occurred. As a result, an accurate number of downstate students who were underserved or not served was not available for inclusion in this final report.

Chicago public schools presented a unique problem in light of the complexity of the school system and the large number of bilingual students. While the data requested by the State Board of Education were no more than that already being collected by Chicago's Research and Evaluation Department, the different format caused difficulties in programming and data retrieval. In addition, complete and accurate data on number of minutes of instruction were available on only three-fourths or Chicago's bilingual students.

Certain inconsistencies may exist between data totals reported by the Chicago Public Schools and those reported in this document. While the data base was the same, this report is all-inclusive from September 1, 1980, through June 30, 1981, for all students participating in Chicago's transitional bilingual education programs, whereas Chicago reports from September 1, 1980, to September 1, 1981. In addition, the data edit criteria for this report were stringent. Thus, error messages may have been signaled on individual students thereby excluding certain elements from the analysis. For example, there was a ceiling on minutes of ESL, minutes of instruction via the native language, and minutes of English instruction. Further, there was a ceiling on total minutes. If the individual or three category totals were unrealistically high or low, the minutes data element was not included.

There were certain limitations encountered in demonstrating student gain. Since there are no state-mandated tests nor specific requirements for districts to submit test results, it is possible for programs to utilize widely divergent evaluation procedures.

Furthermore, achievement data for students in Chicago programs are not representative of all students participating in the program. The Iowa Test of Basic Skills is given only to those students whose English language skills are judged by district personnel as being at or close to grade level. As such, a large portion of program students' scores are not obtained due to their limited knowledge of English. While other means exist whereby evidence of progress in bilingual programs may be demonstrated, the Iowa Test of Basic Skills was the only indicator reported. A file merge of 79-80 and 80-81 student files on pre- and post-test scores resulted in only 5,925 matched tests.

MAJOR FINDINGS

This capsule summary highlights the major findings from the data collected on students enrolled in downstate and Chicago transitional bilingual education programs in Illinois. The reader is referred to the body of the report for a detailed analysis and is cautioned against relying on these major findings alone.

- THE MAJORITY OF ILLINOIS' 147,616 STUDENTS FROM NON-ENGLISH BACKGROUNDS ARE SPANISH-SPEAKING, AN INCREASE OF 4,145 STUDENTS WHEN COMPARED TO THE 1979-80 DATA. BILINGUAL CENSUS FIGURES INDICATE THAT 95,559, OR 65% OF THE STUDENTS ARE OF SPANISH BACKGROUNDS. THE NEXT LARGEST LANGUAGE BACKGROUND GROUPS REPRESENTED BY ILLINOIS' STUDENTS ARE: GREEK (5,912, OR 4.0%); ITALIAN (5,166, OR 3.5%); KOREAN (4,578, OR 3.1%); AND PILIPINO (3,709, OR 2.5%).

- A TOTAL OF 56,256 STUDENTS FROM NON-ENGLISH BACKGROUNDS WERE IDENTIFIED IN ILLINOIS AS ACHIEVING BELOW AGE OR GRADE LEVEL IN LISTENING, SPEAKING, READING OR WRITING IN ENGLISH, BASED ON LOCAL DISTRICT ASSESSMENT PROCEDURES. WHEN COMPARED TO 1979-80 DATA, THIS REPRESENTS AN INCREASE OF 6,611 STUDENTS. THIS FIGURE (56,256), REPRESENTING 38.1% OF ILLINOIS STUDENTS FROM NON-ENGLISH BACKGROUNDS, INDICATES THE STUDENTS ELIGIBLE FOR TRANSITIONAL BILINGUAL EDUCATION PROGRAM SERVICES.

- THE NUMBER OF STUDENTS PARTICIPATING IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS IN ILLINOIS TOTALED 37,028. SEVENTY-FIVE DOWNSTATE PROGRAMS ACCOUNTED FOR 8,691 STUDENTS, OR 23.5% OF THE TOTAL; THE CHICAGO PROGRAMS ACCOUNTED FOR 28,337, OR 76.5% OF THE TOTAL STUDENTS PARTICIPATING IN PROGRAMS.

- THE NUMBER OF STUDENTS PARTICIPATING IN TRANSITIONAL BILINGUAL PROGRAMS IN ILLINOIS REPRESENTS 1.9% OF ALL ILLINOIS PUBLIC SCHOOL CHILDREN.

- DURING THE 1980-81 SCHOOL YEAR, CHICAGO AND DOWNSTATE PROGRAMS SERVED 65.8% OF THOSE STUDENTS FROM NON-ENGLISH BACKGROUNDS WHO WERE ELIGIBLE FOR PROGRAM SERVICES.

- STATE DATA ILLUSTRATE THAT STUDENTS IN TRANSITIONAL BILINGUAL PROGRAMS SPENT AN AVERAGE OF 41 MINUTES IN ENGLISH AS A SECOND LANGUAGE INSTRUCTION, 144 MINUTES IN INSTRUCTION THROUGH THE USE OF NATIVE LANGUAGE, AND 153 MINUTES IN INSTRUCTION THROUGH THE USE OF ENGLISH.

- STUDENTS IN ILLINOIS' TRANSITIONAL BILINGUAL EDUCATION PROGRAMS WERE IDENTIFIED AND ASSESSED FOR PROGRAM PARTICIPATION, PLACEMENT AND EXIT BASED ON 16 DIFFERENT LANGUAGE PROFICIENCY AND DOMINANCE TESTS, 13 STANDARDIZED ACHIEVEMENT TESTS AND 8 STANDARDIZED READING TESTS. TWENTY-EIGHT PERCENT OF ALL STUDENTS (10,466) WERE ADMINISTERED BOTH PRE- AND POST-TESTS.

- ON ENGLISH LANGUAGE PROFICIENCY AND DOMINANCE TESTS, DOWNSTATE STUDENTS WERE FOUND TO HAVE RAISED THEIR PROFICIENCY LEVEL BY ONE CATEGORY (ON A LANGUAGE PROFICIENCY SCALE OF 1-5), A CONSIDERABLE GAIN IN ONE PROGRAM YEAR. SCORES BASED ON THE Iowa Test of Basic Skills, A MEASURE OF READING ACHIEVEMENT, INDICATES THAT CHICAGO'S TRANSITIONAL BILINGUAL EDUCATION STUDENTS EXHIBITED GAINS INCREASING WITH AGE. MODERATE GAINS EXPRESSED IN NORMAL CURVE EQUIVALENTS WERE NOTED FOR ALL GRADES EXCEPT FIRST.

- THERE WAS A LARGE TURNOVER RATE REPORTED FOR STUDENTS PARTICIPATING IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS. STATEWIDE, 18% LEFT DURING THE SCHOOL YEAR (SEPTEMBER, 1980-JUNE, 1981) AND 30% LEFT DURING A 12 MONTH PERIOD (SEPTEMBER, 1980-SEPTEMBER, 1981). REASONS FOR LEAVING INCLUDED SUCCESSFUL TRANSITION, DROPPING OUT OF SCHOOL, PARENT DENIAL OF SERVICES, AND OTHERS.

- TRANSITIONAL BILINGUAL EDUCATION PROGRAMS IN ILLINOIS SUCCESSFULLY TRANSITIONED 5,201 STUDENTS, A SUCCESSFUL TRANSITION RATE OF 14%, STATEWIDE. DOWNSTATE PROGRAMS SUCCESSFULLY TRANSITIONED 11.1% OF THE STUDENTS PARTICIPATING IN PROGRAMS, WHILE CHICAGO SUCCESSFULLY TRANSITIONED 14.9% OF THEIR STUDENTS.

SUMMARY OF THE PRIMARY EVALUATION QUESTIONS

Article 2.3.39(7) requires the Illinois State Board of Education to make an annual report to the General Assembly to include an evaluation of the program, the need for continuing such a program, and recommendations for improvement. In light of the $17.4 million dollars allocated during the 1980-81 school year, questions have been raised about bilingual education in general and more specifically about Illinois' seventy-six state-approved programs. In compliance with legislative and agency directives and to provide documentation of transitional bilingual program activities, the present evaluation report has evolved.

Another purpose of the report is to respond to the need for a resource document for state and local agencies in which information pertinent to bilingual education in Illinois is compiled. This evaluation report is meant to be a reference which has consolidated and analyzed data from:

a) seventy-five downstate districts which provide bilingual programs to 8,691 students;
b) the Bureau of Multilingual Education and the Department of Research and Evaluation of the Chicago Public Schools which serves 28,337 bilingual students;
c) Illinois State Board of Education Transitional Bilingual Education, Research and Statistics, and Program Evaluation and Assessment Sections.

It should be noted that data reported by the Chicago Public Schools in the Chicago Bilingual Education Program Evaluation Report for Fiscal 1981 may vary slightly from that reported in this document. Chicago data analysis procedures are such that exit and transition rates are calculated in their annual report based on the total students participating in the program for one year or more. The State Board Annual Report calculates exit and transition rates based on the total students participating throughout the program year.

Eight primary evaluation questions have evolved in response to requests from a variety of sources including state and local decision-makers and members of the General Assembly. Representatives of the State Bilingual Advisory Council (as well as local and state education agency personnel) also contributed to question development.

While the original list of possible questions to ask of the data was endless, obvious limitations in time, energy, and financial resources dictated that only those most relevant questions would be asked. It is expected that subsequent years will see an additional number of questions posed along with a more sophisticated data analysis as longitudinal data are accumulated.

The primary evaluation questions are a small part of a larger body of questions that would be useful to various audiences including program personnel at the state and local level, parents and community groups,

legislative and executive decision makers, and textbook and curriculum developers. Because of the limitations of the State Board of Education in terms of resources and personnel, the following evaluation questions are not addressed in the report, however, their importance in terms of policy and decision making needs to be underscored.

1. Do students in Transitional Bilingual Education Programs (TBEPS) show greater evidence of progress in English language skills/math skills/English reading skills/social studies/than do non-program students?

2. Do students in TBEPs show greater evidence of progress (in the above subjects) than do students in ESL programs?

3. Do students in TBEPs show greater evidence of progress (in the above subjects) than do students in structured immersion programs?

4. Do students in TBEPs show greater evidence of progress (in the above subjects) than do students in total submersion programs?

5. Is there an optimal age to begin students in TBEPs? In ESL programs? In structured immersion programs? In total submersion programs?

6. Do students in one particular program model (i.e.: pull-out, self-contained 1/2 day, integrated, etc.) demonstrate greater evidence of progress in bilingual programs?

7. How do Illinois programs compare with those of other states in terms of the following:

   - cost per pupil
   - exit rate
   - successful transition rate
   - English progress
   - subject matter progress
   - native language progress

The eight primary evaluation questions addressed in the report follow with a short response to each question. Supporting data can be found in the appendices. This brief overview is presented in recognition of the need for a simple and direct reference.

1. WHAT IS THE TOTAL NUMBER OF IDENTIFIED LIMITED-ENGLISH LANGUAGE PROFICIENT STUDENTS, BY LANGUAGE, WHO WERE SERVED THROUGH STATE-FUNDED TRANSITIONAL BILINGUAL EDUCATION PROGRAMS DURING THE 1980-81 SCHOOL YEAR?

   A total of 37,028 identified limited-English language proficient students were served by bilingual programs during 80-81. The following provides information on the number of male and female students served.

Table 1

Total Students Served in Transitional Bilingual Education Programs 1980-81

Source	Male	Female	Total
Downstate	4,564	4,127	8,691
Chicago	14,752	13,585	28,337
State	19,316	17,712	37,028*

*An additional 679 students in Chicago and 26 students downstate were served. However, local records were incomplete.

A breakdown by language for the nine language groups serving over 300 students follows:

Table 2

The Nine Language Groups Serving over 300 Students 1980-81

Language	Downstate	Chicago	Total
Spanish	6,684	24,906	31,590
Lao	646	79	725
Vietnamese	246	453	699
Korean	128	465	593
Greek	13	367	380
Arabic	44	335	379
Assyrian (Akkadian)	23	346	369
Cantonese	21	327	348
Hmong	288	48	336
Others	598	1,011	1,609
Total	8,691	28,337	37,028

Students were served in 76 bilingual programs across Illinois. In the 75 downstate bilingual programs, there were 195 attendance centers. In Chicago there were 183 sites that had programs in which 20 or more students were enrolled.

2. OF THE STUDENTS IDENTIFIED AS BEING FROM NON-ENGLISH BACKGROUNDS, HOW MANY WERE ELIGIBLE FOR TRANSITIONAL BILINGUAL EDUCATION PROGRAM SERVICES?

Of the 147,016 students identified on the Public School Bilingual Census as being from non-English background (Column A), 38.1% were found to be eligible for participation in transitional bilingual programs (Column

B). Illinois bilingual students were listed by district superintendents as speaking over 116 languages. For the 6 languages with the largest number of students, census figures indicate the following:

Table 3

Six Language Groups with the Largest Number of Students
1980-81

Language	Column A (Students from non-English backgrounds)	Column B (Students from Column A performing below grade level)	Column C (Students from Column A performing above grade level)	Percentage eligible for program participation
Spanish	95,559	41,315	54,244	43%
Korean	4,578	1,357	2,221	30%
Greek	5,912	1,049	4,863	18%
Italian	5,166	1,102	4,064	21%
Pilipino	3,709	657	3,052	18%
German	2,787	221	2,566	8%
Other	117,711	10,555	20,350	9%
Total	147,616	56,256	91,360	38.1%

Of those students performing below grade level and therefore eligible for participation in transitional bilingual programs, 62% were from Chicago and 38% from downstate.

The three language groups with the highest percentage of students eligible for bilingual program participation are: Hmong (89%), Lao (87%), and Vietnamese (67%). Students from these language groups show considerable need as the state percentage of eligibility is 38.1% (see Table 3).

The total number of students identified in Illinois as coming from non-English backgrounds comprises 7.4% of all Illinois public school children. The total number eligible for program participation is 2.8% of all public school children, and the total students actually participating in programs is 1.9% of all Illinois public school children.

According to local program directors, those not participating in transitional bilingual education programs were excluded due to one of the following reasons: denial of parental permission, placement in another program of instruction deemed more appropriate for the child (such as special education), and attendance center location factors. A transitional bilingual education program is mandated only for students from a non-English background who share a common language with 20 or more students in an attendance center.

3. WHAT ENTRANCE CRITERIA WERE USED TO DETERMINE STUDENT PARTICIPATION IN THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM?

The entrance criteria used to determine student participation in bilingual programs during 80-81 varied from district to district. In Chicago, entrance criteria were different for elementary and secondary students. At both levels, however multiple criteria were in place including determination of whether or not the student was a recent arrival and one or more of the following variables:

- Functional Language Assessment (FLA) scores
- English reading scores on the Iowa Test of Basic Skills (ITBS)
- English language proficiency level rating by teachers
- Continuous Progress Mastery Learning Level in English Reading
- Minimum Proficiency Skills Test scores

Downstate programs utilized many types of entrance criteria as described in their district assessment procedures. The following comprises the kinds of decision-making criteria utilized.

- Oral and written interview techniques
- Standardized achievement tests of language and reading
- Formal and informal test of language proficiency
- Sociolinguistic instruments administered to parents and/or students
- Teacher judgment

Eighteen commercial language proficiency tests were utilized by 63 programs during 80-81. The remaining programs used teacher-made tests or checklists. Two instruments account for the majority of tests administered to students: Language Assessment Scales, and Boehm Test of Basic Concepts. Standardized achievement and reading tests were generally reflective of the instruments utilized by school districts to measure achievement. These include tests such as the California Achievement Test, SRA, Metropolitan Readiness Test and the Gates-MacGinitie Reading Test.

4. HOW MANY AVERAGE MINUTES PER DAY OF ENGLISH AS A SECOND LANGUAGE (ESL), SUBJECT MATTER INSTRUCTION UTILIZING THE NATIVE LANGUAGE, AND SUBJECT MATTER INSTRUCTION UTILIZING ENGLISH DID STUDENTS IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS RECEIVE?

Students in Transitional Bilingual Education programs received instruction in English as a Second Language (ESL) and in subject matter utilizing their native language. For the remainder of the child's day, English was utilized as the means of instruction. Daily instructional totals in average daily minutes as reported by downstate and Chicago programs indicate the following:

Table 4

Average Daily Minutes of Instruction
1980-81

Source	Daily Average Minutes of ESL Instruction	Daily Average Minutes of Subject Matter Instruction in the Native Language	Daily Average Minutes of Subject Matter Instruction in English
*Downstate	55	93	166
**Chicago	34	165	147
***Statewide	41	144	153

*Data reported is reflective of 100% of Downstate students
**Reflective of data reported on 74.1% of Chicago students
***Reflective of data reported on 80.2% of Illinois students

A breakdown of instructional minutes by language for the 5 largest language groups in Illinois indicates the following:

Table 5

Average Daily Minutes of Instruction for the Five Largest Language Groups
1980-81

Source	Daily Average Minutes of ESL Instruction	Daily Average Minutes of Subject Matter Instruction in the Native Language	Daily Average Minutes of Subject Matter Instruction in English
Spanish	39	144	157
Lao	60	109	137
Korean	43	184	110
Vietnamese	55	140	129
Greek	33	202	97

Student variances in minutes of instruction by language mostly depend upon the level of English language fluency, rather than upon a staff predisposition toward instruction in English or the native language.

5. HOW MANY STUDENTS WERE TRANSITIONED INTO REGULAR CLASSROOM PROGRAMS?

A total of 5,201 students were transitioned into all-English classroom programs during the 1980-81 school year. These students were assessed using local assessment procedures and determined able to compete with native English-speaking counterparts in a general education classroom. The following reflects the number of students that were transitioned during the 1980-81 school year.

Table 6

Total Number of Students Transitioned into All-English Programs 1980-81

Source	Total Participating	Total
Downstate	8,691	967
Chicago	28,337	4,234
Total	37,028	5,201 (14%)

6. OF THE STUDENTS LEAVING THE TRANSITIONAL BILINGUAL EDUCATION PROGRAMS, WHAT WERE THE REASONS?

Students can leave Transitional Bilingual Education Programs in one of the following ways:

TRANSITIONED--Student able to perform successfully in an all-English classroom as determined by district exit criteria or student has graduated.

INVOLUNTARY PROGRAM TERMINATION--Student has moved or been promoted within the district to an attendance area which does not require nor offer a Bilingual program.

VOLUNTARY PROGRAM TERMINATION--Student has withdrawn from the Program at the request of the parents.

DROPPED OUT OF SCHOOL--Student has dropped out of school, but still resides within the school district.

OTHER--Student has either withdrawn from school and moved to another district or his/her status is unknown.

Students leaving bilingual programs were assigned an exit code based on the 5 codes listed above. Each category and the number of exited students pertaining to it follows.

Table 7

Number of Students Exited by Exit Code
1980-81

Exit Code	Downstate	Chicago	Total	*Exit Rate Percentage of Total Students Participating
Transitioned	967	4,234	5,201	14.0%
Involuntary Program Termination	110	-	110	.3%
Voluntary Program Termination	69	167	236	.7%
Dropped Out of School	54	-	54	.1%
Other	748	313	1,061	2.9%
Total	1,948	4,714	6,662	18.0%

* Total Students Participating = 37,028

The exit rate is important to consider because it implies student turnover. Student turnover ultimately affects the program's ability to successfully transition students. In addition, when the turnover rate is high, the rate of achievement pre- and post-testing is low, making program impact difficult to measure.

7. WHICH ASSESSMENT INSTRUMENTS, ACCORDING TO CATEGORY, WERE UTILIZED FOR ENGLISH LANGUAGE SKILL ASSESSMENT?

The assessment instruments used for English language skill assessment were classified into three categories:

a) Language proficiency tests
b) Standardized achievement tests
c) Standardized reading tests

Students in Illinois' bilingual programs were tested with 16 language proficiency tests, 13 standardized achievement tests, and 8 standardized reading tests. Teacher-made tests were also used in some districts. The following list represents, by category, instruments being used by more than 3 districts in Illinois in decreasing order of frequency.

Language Proficiency Test	Standardized Achievement Test	Standardized Reading Test
Language Assessment Scales	Comprehensive Test of Basic Skills	Gates MacGinitie Reading Test
Boehm Test of Basic Test Concepts	Stanford Achievement SRA Achievement	Stanford Diagnostic Reading Test
James Language Dominance	Metropolitan Achievement Series	
Bilingual Syntax Measure	Metropolitan Readiness Test	
Interamerican Test of Reading	Iowa Test of Basic Skills	
Language Assessment Battery	California Achievement Test	
Peabody Picture Vocabulary Test	Metropolitan Achievement Test	
Functional Language Survey		

8. TO WHAT EXTENT DID STUDENTS IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS SHOW EVIDENCE OF PROGRESS IN ENGLISH LANGUAGE SKILLS?

Based on an analysis of data on students with pre- and post-test scores, students in Transitional Bilingual Education Programs have shown evidence of progress in English language skills. The following table gives the number of students tested regardless of the type of score reported (i.e.: raw score, percentile, stanine, etc.). The number of students taking both tests is a subset of the number taking a pre-test and the number taking a post-test.

Table 8

Number of Students Tested with Language Proficiency, Standardized Achievement or Reading Tests 1980-81

Source	Number Taking Pre-Test	Number Taking Post-Test	Number Taking Both
Downstate	7,547	8,597	4,541
Chicago	7,024	11,397	5,925
Statewide	14,571	19,994	10,466

The number of students completing both pre- and post-tests represents 52% of the total population downstate and 21% in Chicago. The 21% figure for Chicago should be considered in light of the fact that language achievement is reported on the Iowa Test of Basic Skills. This standardized achievement test is only administered to students whose English proficiency level is such that the results could be considered valid and reliable. Due to the transitional nature of the program, and the high turnover rate, few students are administered both pre- and post-tests.

Some of the problems in analyzing student gain in English language skills are the following:

a) Thirty-seven different commercial tests were reported.
b) Of the tests reported, the score types varied among raw scores, percentiles, stanines, grade and normal curve equivalents, and standard scores.
c) Pre- and post-tests were not administered to all students.

In spite of the above, the following represents achievement gains on the 6 most frequently used instruments. These instruments account for a majority of the pre- and post-scores reported by downstate and Chicago programs.

Table 9

Raw Score Achievement Gains on the Six Most Frequently Used Instruments 1980-81

	Instrument	Number Tested	Score Range -- Mean Gain	Source
1.	Language Assessment Scales	798	1-100 range -- 14 points	Downstate
2.	Boehm Test of Basic Skills	117	1-100 range -- 16 points	Downstate
3.	Bilingual Syntax Measure	168	1-5 range -- 1 point	Downstate
4.	Functional Language Survey	260	1-5 range -- 1 point	Downstate
5.	Language Assessment Battery	164	1-110 range -- 13 points	Downstate
6.	Iowa Test of Basic Skills	5,925	1-99 range -- 3.4 NCE's	Chicago
	TOTAL	7,432		

There are difficulties in quantifying the results of these tests because most are not normed. Nevertheless, gains achieved by students in bilingual programs were identifiable. Two of the six instruments reflect language level categories of 1-5 with category 1 describing students speaking little or no English and 5 an indicator of linguistic proficiency in English comparable to that of a native speaker. The gains demonstrated by bilingual students on these instruments were comparable to acquisition of one language level, a considerable gain in one program year.

In Chicago, reading scores on the Iowa Test of Basic Skills were used as a pre-and post-measure. Chicago's normal curve equivalents (NCE) are not equivalent to raw scores as reported on instruments 1-5 above. A gain of 3.4 normal curve equivalents as reported by Chicago's Research and Evaluation Department indicates advancement greater than that expected for English-speaking students in Chicago Public Schools.

CHAPTER II

QUANTITATIVE RESULTS OF THE 80-81 BILINGUAL EVALUATION IN ILLINOIS

This chapter deals with a summary of data collected by the State Board of Education on students in bilingual programs across Illinois. The quantitative results of the evaluation are presented. Program participation, student assessment and program exit information are discussed as a facet of overall program impact.

Program Participation

Program Participation by Sex/by Language/by Grade

Seventy-five Downstate Programs reported a total of 8,691 students; 4,564 of which were male and 4,127 were female. Chicago District #299 reported 28,337 students; 14,752 of which were male and 13,585 were female. Figure 1 shows the relationship between the number of male and female students downstate and in Chicago.

The statewide total number of students participating in bilingual programs was 37,028 (52.2% male and 47.8% female). These figures represent the number of students in Illinois' bilingual programs for which complete files have been kept. It is estimated that an additional 679 students were served during the 80-81 school year. However, because there was insufficient information to generate identification numbers, files on these students could not be initiated.

The total number of students participating in bilingual programs according to grade level is demonstrated in Figure 2. Bilingual program students are concentrated in the early elementary grades with K-3 accounting for nearly 55% of all students. Bilingual students are poorly represented at the high school level (9-12). Only 11.9% of all students are found in high school grades. This figure for four grades is less than that for K, 1st, or 2nd grade.

An analysis of data on students participating in the program, by language, indicates that a large majority of students come from Spanish-speaking backgrounds. Approximately 85% of all students served in bilingual programs spoke Spanish. Lao, Vietnamese, and Korean account for 2.0, 1.9, and 1.6, respectively. The remaining languages each account for 1% or less of the students enrolled in the program. Figure 3 shows the relationship between the language groups represented.

Appendix A contains a list of the nine language groups containing the highest concentration of bilingual program students. These numbers can be contrasted with those taken from the Public School Bilingual Census. While the above analysis is reflective of the languages spoken by students served in bilingual programs during 80-81, the census reveals the number of students eligible for program participation. By examining Appendix B, a comparison may be made, by language, between the number of students

FIG. 1

TOTAL STUDENTS PARTICIPATING IN BILINGUAL PROGRAMS - BY SE
1980-1981

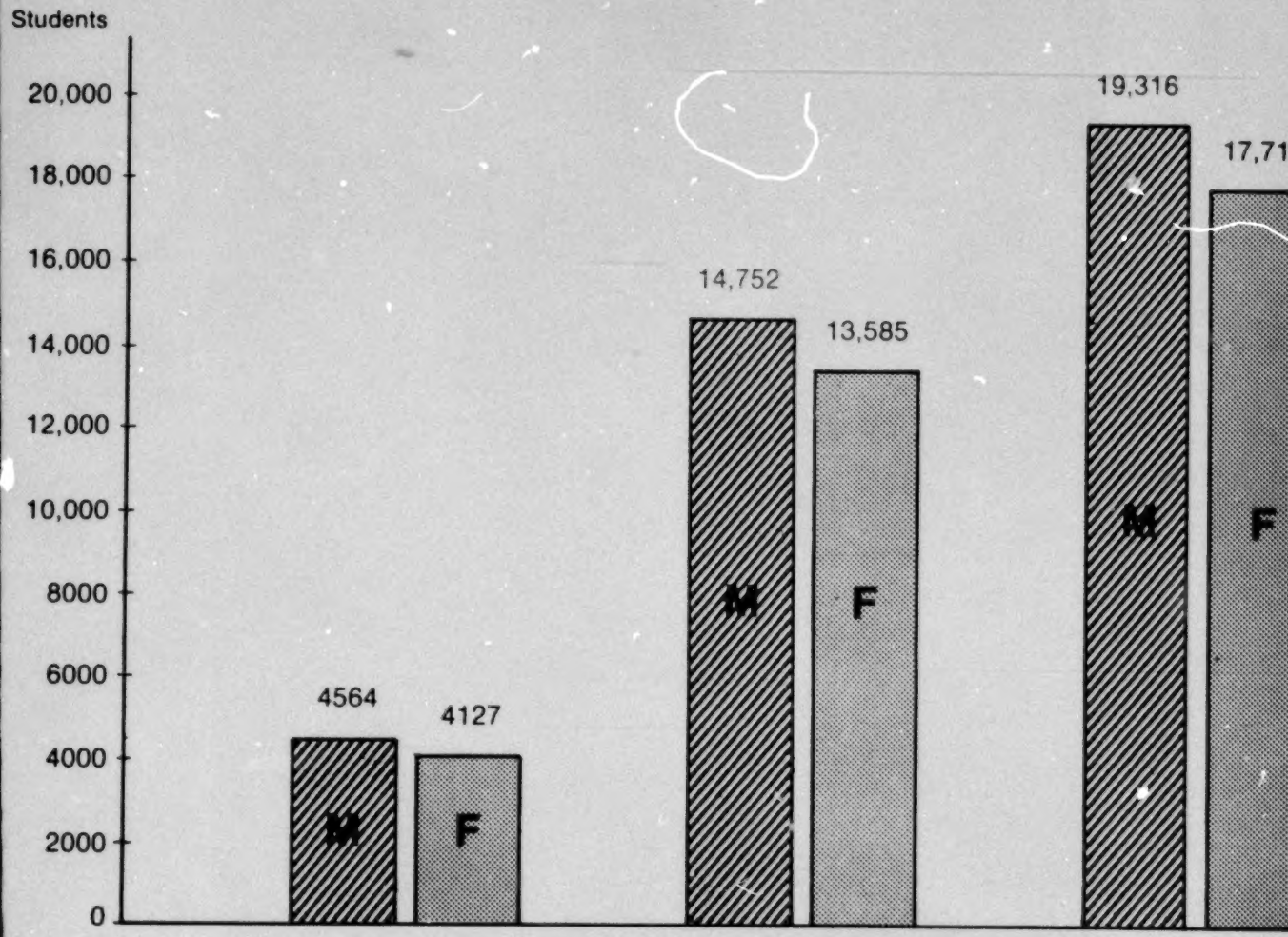


FIG. 2

TOTAL STUDENTS PARTICIPATING BY GRADE LEVEL

1980-1981

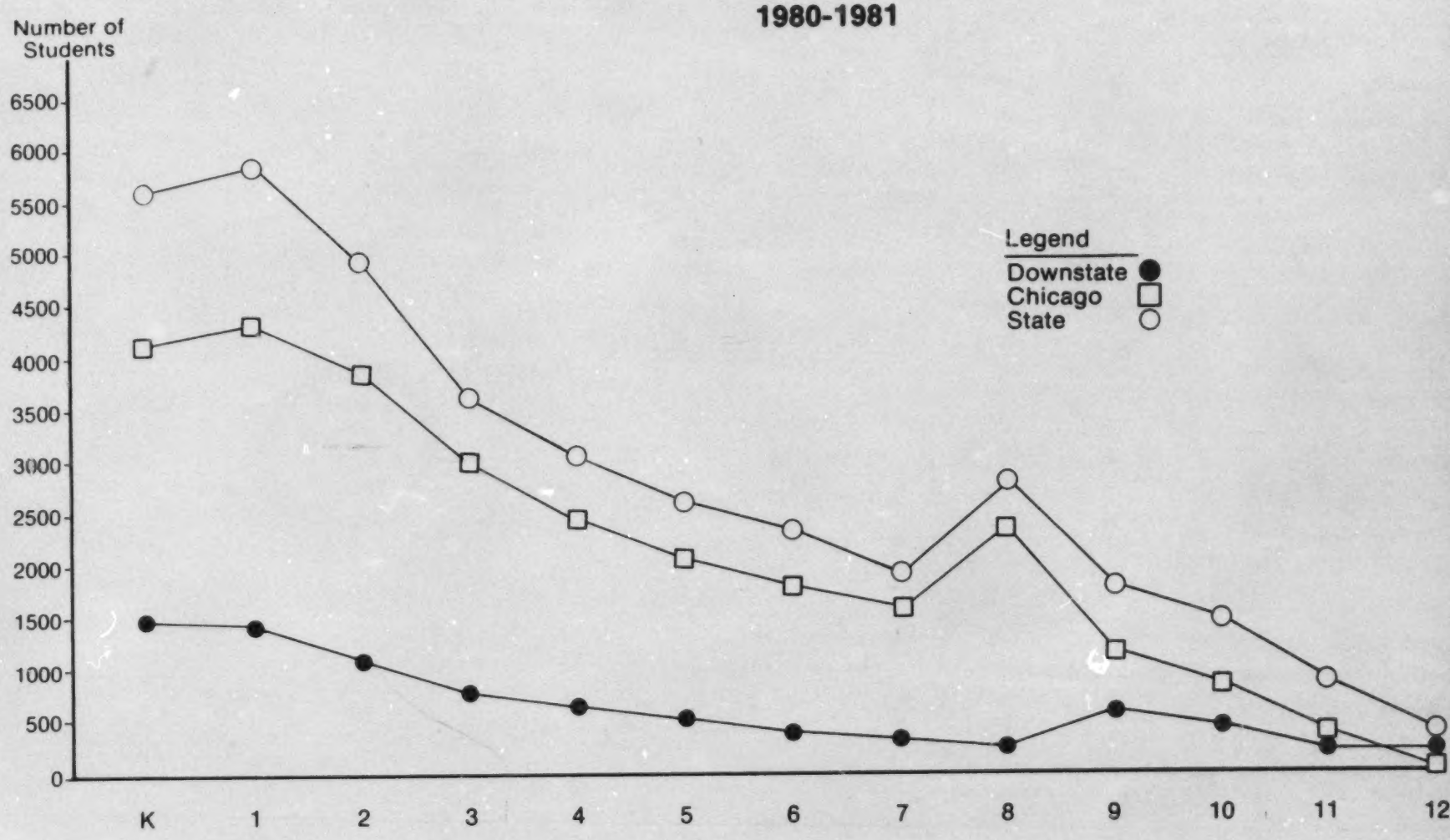
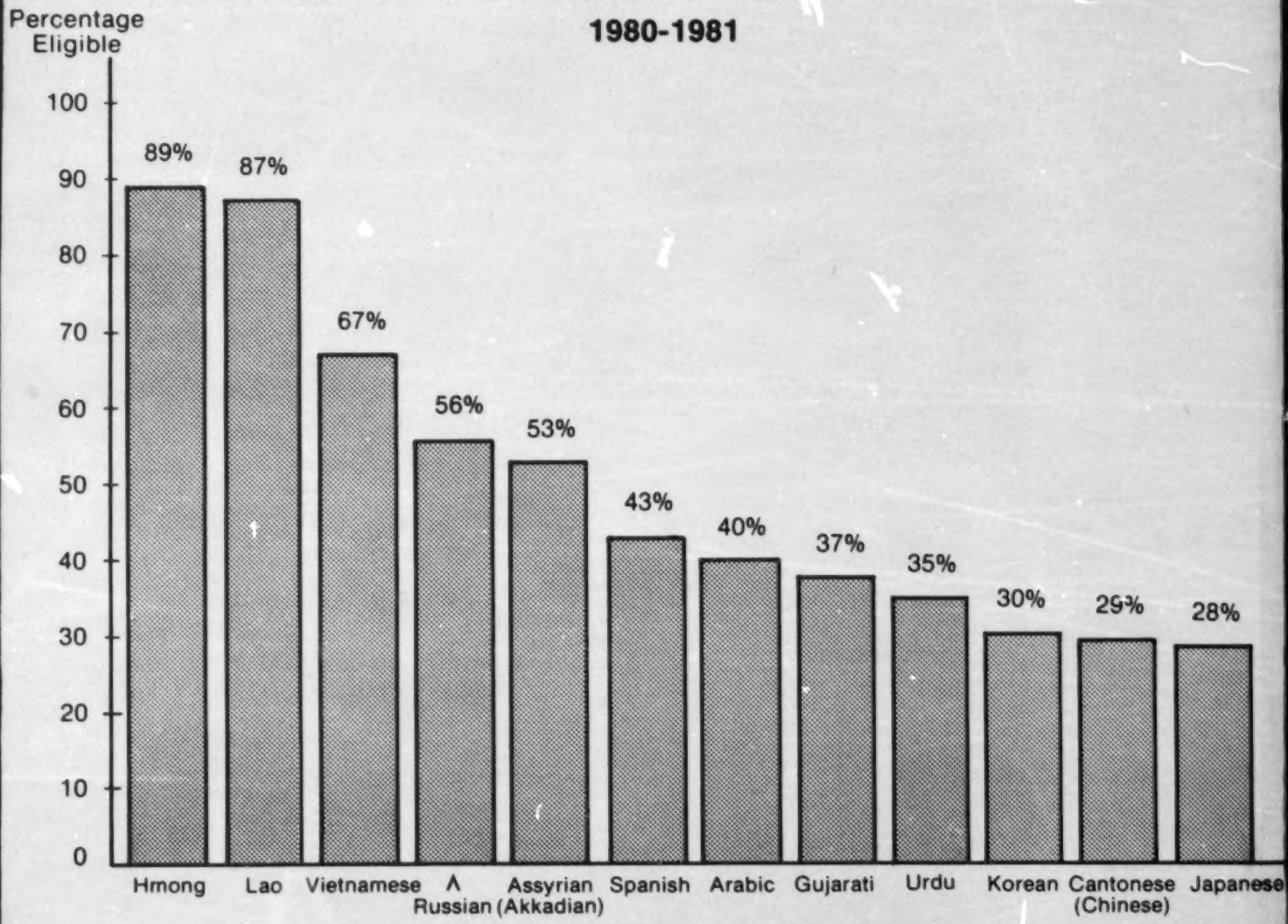


FIG. 3

PERCENTAGE OF STUDENTS ELIGIBLE FOR PROGRAM PARTICIPATION
(in languages with over 500 students from non-English backrounds)
—STATE TOTALS—
1980-1981



identified from non-English backgrounds (column A) and those considered eligible (column B) and ineligible (column C) for program participation. This table lists first the languages with the greatest number of students identified from non-English backgrounds (column A). Of the languages which contain more than 500 students in Column A, the Indochinese languages (Hmong, Vietnamese, and Lao) account for the highest percentage of students eligible for bilingual program services. This is reasonable considering the recent influx of Indochinese students who arrived speaking little or no English. Appendix C is a graphic representations of the percentage of students, by language actually participating in bilingual programs.

Program Participation/by Minutes of Instruction

Data were collected regarding program duration as measured by daily minutes of instruction in English as a Second Language (ESL), subject matter instruction in the native language and subject matter instruction utilizing English. ESL was defined as specific teaching or tutoring designed for non-native English-speaking children which does not include English instruction as received in an English-speaking general classroom.

The Rules and Regulations for Transitional Bilingual Education Programs state that "No program may provide less than 90 minutes of instruction daily through the native language of the students enrolled in the program." While the requirement for 90 minutes of subject matter instruction utilizing the native language should be considered a minimum, in some cases, this was not complied with. Children of different language backgrounds may have participated in the ESL component of transitional bilingual education programs especially in cases where teachers speaking the child's home language were scarce or difficult to find. An example may be found in examining the minutes of instruction reported for Turkish students. While 4 students were identified as eligible for transitional bilingual program instruction, native language subject-matter instruction was not provided. Certification specialists indicated that there were no teachers available at various grade levels to provide native language instruction to these students for whom a program was not mandated because there were less than 20 Turkish students in the attendance center. Nevertheless, because a mandated program was in operation at the attendance center for other languages, these children were minimally served.

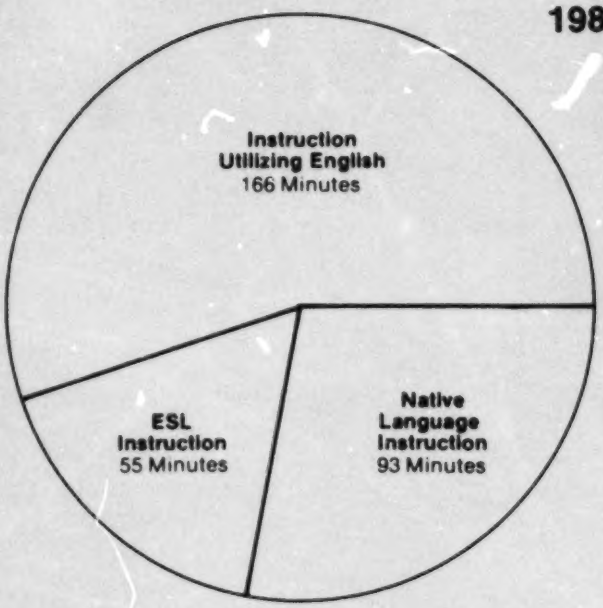
Included in this annual report are data on all students receiving services from local bilingual program staff. While it is recognized that a bilingual program does not truly exist unless all criteria are met (including the minimum of 90 minutes native language subject-matter instruction), it should be noted that total average minutes of instruction may be slightly deflated by those students who do not meet minimum program standards. A separate analysis was done excluding those students not meeting the 90-minute average native language requirement. Of the 37,028 total students participating, 12,574 or 33.9% received less than 90 minutes of native language instruction.

Figure 4 represents the average number of minutes of instruction spent in bilingual programs by students in Illinois listed by downstate and Chicago. Statewide, students spent 41 minutes in ESL classes, 144 minutes in instruction through the use of the native language and 153 minutes in instruction utilizing the English language. Downstate students spent 55 minutes in ESL classes, while Chicago students spent 34 minutes in ESL classes. Downstate and Chicago programs also varied in the number of minutes provided in instruction using the native language with Chicago students receiving an average of 165 minutes and downstate students receiving an average of 93 minutes of instruction. The mean number of minutes of instruction varied from program to program, from language to language and from grade to grade. For a further analysis and breakdown see Appendix E.

FIGURE 4

INSTRUCTION UTILIZING NATIVE LANGUAGE

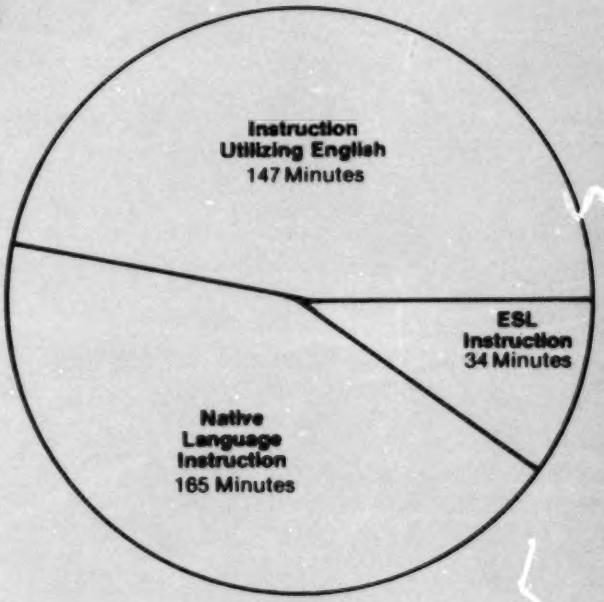
1980-1981



***DOWNSTATE**

Total Average Minutes of Instruction — 314
Total Number of Students Counted — 8,691

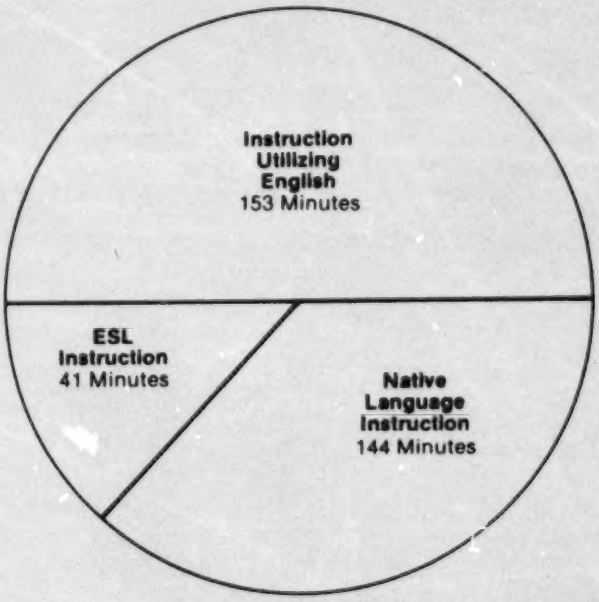
*Based on data received from 75 Downstate Programs. Complete and accurate files represent 100% of the total students participating.



***CHICAGO**

Total Average Minutes of Instruction — 346
Total Number of Students Counted — 20,997

*Based on data received from Chicago. Complete and accurate files represent only 74.1% of the total students participating.



***STATE TOTALS**

Total Average Minutes of Instruction — 338
Total Number of Students Counted — 29,688

*Based on data received from Chicago and Downstate. Complete and accurate files represent only 80.2% of the total students participating.

STUDENT ASSESSMENT

Tests Used/Frequency

Students in Illinois' transitional bilingual education programs were identified and assessed for program participation, placement and exit based on 16 different language proficiency and dominance tests, 13 standardized achievement tests and 8 standardized reading tests. Twenty-eight percent of all students (10,394) were administered both pre- and post-tests (See Figure 5 for a breakdown by group level). Most of the students participating were administered at least one language or achievement instrument. Statewide, the largest number of students were tested in grades 3-6; however, percentagewise, more students were listed in grades 4-8 with 53% of 6th graders tested.

Since many districts test only one time per year, either a pre-test, post-test or both were recorded. Article 14C-3 of The School Code of Illinois requires:

> An examination on the oral comprehension, speaking, reading and writing of English, as prescribed by the State Board, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program in transitional bilingual education.

A list of instruments recommended for reporting transitional bilingual education students assessment data has been compiled by the State Board of Education and disseminated to local districts. A description of these instruments is found in Appendix M. Raw pre- and post-test scores on the Bilingual Syntax Measure (BSM), Boehm Test of Basic Concepts (BTBC), Functional Language Survey (FLS), Interamerican Test of Reading (ITR), Language Assessment Battery (LAB), and Language Assessment Scales (LAS), were reported for a total of 1,564 students. Most of these students (51%) were tested with the LAS.

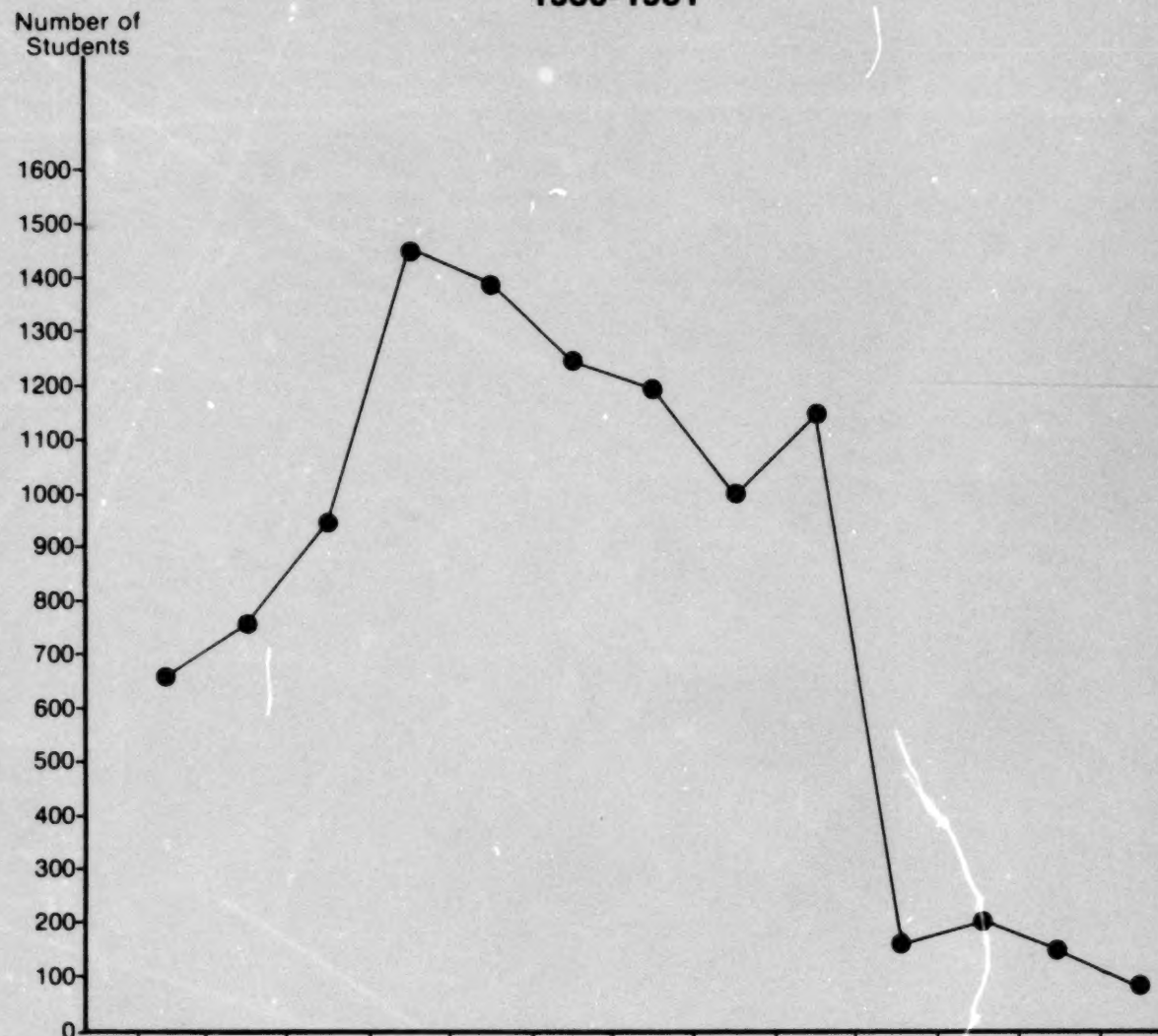
There were 10,466 students reported as having taken pre- and post-tests, thereby providing English language achievement gain data on 28.1% of all Illinois bilingual students. Downstate, 7,547 students took pre-tests; 8,597 took post-tests and 4,541 or 52.2% of all downstate students took both. In Chicago programs, 7,024 students took pre-tests; 11,397 took post tests; and 5,925 or 20.7% of all Chicago students took both.

Downstate and Chicago programs measured student achievement gains in different ways. As noted previously, among the 75 downstate programs there was a large degree of variation in terms of the assessment instruments and procedures utilized. In Chicago, while various criteria were used for student assessment, language achievement was reported in the annual report as measured by the reading subtest of the Iowa Test of Basic Skills.

Standardized achievements tests are being utilized more frequently than in past years for making bilingual program exit decisions. For example, as part of the district assessment procedure, bilingual educators must decide

FIG. 5

TOTAL STUDENTS TESTED WITH PRE- AND POST-TESTS BY GRADE STATE TOTALS 1980-1981



Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
No. of Students Tested	655	751	954	1468	1396	1247	1201	966	1146	168	201	145	96
Percentage Tested of Total Participating (By Grade)	11%	13%	20%	40%	47%	48%	53%	49%	43%	10%	14%	26%	26%

if a student is expected to succeed in an all-English classroom. Standardized achievement tests may be expected to closely predict that success when the bilingual students' scores are compared with those of local students of the same age or grade level.

This exit decision framework is, however, a relatively new concept in bilingual education in Illinois and across the country. Many districts in Illinois are just beginning to use other than professional judgment in decision making as evidenced by the number of districts using achievement tests. Table 10 indicates the number of students tested using fourteen achievement and reading tests. By and large, the Iowa Test of Basic Skills was the most widely used instrument because of its utilization by the Chicago Public Schools. Sixteen downstate programs used the Stanford Achievement Test or the SRA Achievement Series with 632 students in bilingual programs in Illinois. District personnel used eight standard reading tests to assess reading skills of bilingual students.

Table 10

Standardized Achievement and Reading Tests to Measure English Achievement
- State Totals -

Achievement Tests	Total Number of Districts	Total Number of Students Tested
Stanford Achievement Test	9	304
SRA Achievement Test	7	328
Metropolitan Readiness Test	7	125
Iowa Test of Basic Skills	5*	18,484
Comp. Test of Basic Skills	5	122
Metropolitan Ach. Test	4	104
California Ach. Test	4	854
Test of Ach. & Proficiency	2	36
Wide Range Ach. Test	1	355
Test of Academic Skills	1	26
Stanford Early Sch. Ach. Test	1	20
Cognitive Abilities Test	1	20
Peabody Indiv. Ach. Test	1	33
Reading Tests		
Gates-MacGinitie Rdg. Test	6	13
Stanford Diagnostic Rdg. Test	3	8
Nelson Reading Test	2	5
Nelson Rd. Skills Test	1	2
Durrell Analysis of Rdg.	1	12
Senior High Assess. of Rdg. Perf.	1	1
Slosson Oral Rdg. Test	1	4
Woodcock Rdg. Mastery Test	1	1

*Includes Chicago Public Schools

Achievement gains were difficult to determine because there was no uniform testing schedule within or across districts. To further complicate the issue, pre- and post-test data were often not available because the only achievement test that was given was done just prior to program exit.

Furthermore, administrators or other individuals completing the Annual Student Report forms may or may not have been familiar with achievement score types (percentile, standard scores, stanines, raw scores, etc.) and often reported student data in grade equivalents or other metrics which do not lend themselves to aggregate data analysis.

In order to measure achievement in students participating in Chicago's bilingual education programs, mean student scores on the Iowa Test of Basic Skills (ITBS) were analyzed across grade levels. Students participating in the program were classified according to instructional needs Categories A, B, or C, with Category A students being those most in need of Transitional Bilingual Education Programs and Category C students being those most able to move into an all-English-speaking classroom.

A difficulty arises in analyzing Chicago bilingual student achievement data. Information is reported on the ITBS only for those students judged by district personnel as being fluent enough in English to be tested (categories B or C). As such, a highly stratified sample of students is reported. Furthermore, because students are tested only once per year (spring), they are not likely to be administered the same level or form of the ITBS.

Chicago's achievement data are reported on normal curve equivalents (NCE's). NCE's are equal-interval normalized standard scores. NCE's were developed because most widely used scores (raw scores, percentages, etc.) do not accurately reflect achievement levels, are not composed of equal-interval units, cannot be aggregated and are not sensitive to small gains.

In light of the high student mobility rate of Chicago's bilingual program students (reported by Chicago's Research and Evaluation Section to be 37%), only 5,925 students had matched pre- and post-tests from the 79-80 and 80-81 school years.

Downstate and Chicago district staff have participated in numerous inservice opportunities related to testing and assessment. It is expected that the number of students assessed will increase in subsequent years as technical assistance, inservice and district assessment procedures continue to be implemented.

Test Results

On the six recommended tests, results indicate achievement gains of at least one language proficiency category on each of the language achievement tests. Specifically, students moved from category 1 to category 2 on the FLS and from category 2 to category 3 on the BSM during one program year. Similarly, on the ITR, 50% of the students achieved the score of 38 on the

pre-test while 50% of the students achieved a score of 64 on the post-test. Less dramatic scores were evidenced on the BTBC and LAB with individual students pre- and post-gains being 16 and 13 raw score points respectively. The largest language proficiency gains were noted for those students taking the LAS (see Table 11).

Table 12, represents the achievement gains in downstate programs for students taking pre- and post-tests. Both percentiles and percentages of correct items are listed in this table. Gain scores should be considered in light of each individual test rather than among instruments since they are not comparable.

Table 11

Downstate English Language Achievement on the Six Recommended Instruments Reported in Raw Scores 1980-81

Test	Total Students Tested	Median Pre-test Score	Median Post-test Score	Possible Range of Scores
Bilingual Syntax Measure	168	3	4	1-5
Boehm Test of Basic Concepts	117	27	42	1-100
Functional Language Survey	260	1	2	1-5
Interamerican Test of Reading	56	38	64	1-110
Language Assessment Battery	164	37	44	1-100
Language Assessment Scales	798	55	72	1-100
	1,563*			

*This figure represents 18% of all Downstate students participating.

Table 12

Downstate English Language Achievement Gains Reported by Percentile and Percentage Scores 1980-81

Test Name	Number Tested	Score Gain
SCORES REPORTED FOR PERCENTAGE OF ITEMS CORRECT		
1. Bilingual Syntax Measure	143	26.7
2 Boehm Test of Basic Concepts	83	12.4
3. Language Assessment Scales	255	16.3
SCORES REPORTED IN PERCENTILES		
1. Bilingual Oral Language Test	42	6.7
2. Carrow Test	37	19.4
3. Interamerican	12	36.2
4. James Dominance Test	80	29.8
5. Lado	85	9.0
6. Language Assessment Battery	452	16.3
7. Metropolitan Achievement Test	37	38.8
8. Metropolitan Readiness Test	34	22.0
9. SRA Achievement Tests	426	7.2
10. Stanford Achievement Test	36	11.3
11. Stanford Diagnostic Reading Test	111	19.4
Total	1,833*	

*This figure represents 21% of all Downstate students participating.

In order to interpret the NCE gains reported by the Chicago bilingual program, an understanding of the properties of normal curve equivalents (NCES) is necessary. Chicago NCE scores are based on local norms and are expressed by adding a constant of 200 to the usual NCE representation. The following are characteristics of Chicago NCES:

- An NCE of 250 is equal to a percentile rank score of 50 which is considered at grade level.
- An NCE gain of 0 means that the amount of learning was what would have been expected had there been no program.

Table 13 represents the achievement gains in Chicago programs for students taking pre- and post-tests. Pre-tests were administered in spring, 1980 and post-tests in spring, 1981. NCE gains were noted for students in age cycles 8 through 15.

Table 13

Chicago Reading Comprehension
Achievement Scores
1980-81

Age in 1981	N	May 1980 X	May 1980 SD	May 1981 X	May 1981 SD	Gain X	Gain SD
7	11	251.91	14.95	252.82	15.79	.91	14.28
8	462	247.39	15.37	246.65	16.15	-.74	16.96
9	1051	235.70	13.95	237.70	15.72	1.99	14.07
10	1004	231.62	14.57	234.50	15.18	2.87	13.15
11	956	229.41	15.08	232.86	15.01	3.45	11.40
12	860	226.67	13.36	231.00	13.76	4.33	9.81
13	703	225.17	11.91	230.16	12.69	4.99	8.64
14	607	223.25	11.88	228.61	13.90	5.36	9.35
15	271	218.20	10.38	224.41	13.35	6.21	9.63
ALL ages	5,925*	230.30	15.30	233.70	15.50	3.39	12.12

*This figure represents 21% of all Chicago students participating.

Program Exit/by Exit Code

The Exit Code Categories as described on the Annual Student Report Form include the following:

EXIT CODES

Transitioned - Student is able to perform successfully in an all-English classroom as determined by district exit criteria or student has graduated.

Involuntary Program Termination - Student has moved or been promoted within the district to an attendance area which does not require nor offer a bilingual program.

Voluntary Program Termination - Student has withdrawn from the program at the request of the parents.

Dropped Out of School - Student has dropped out of school but still resides within the school district.

Other - Student has either withdrawn from school and moved to another district or his/her status is unknown.

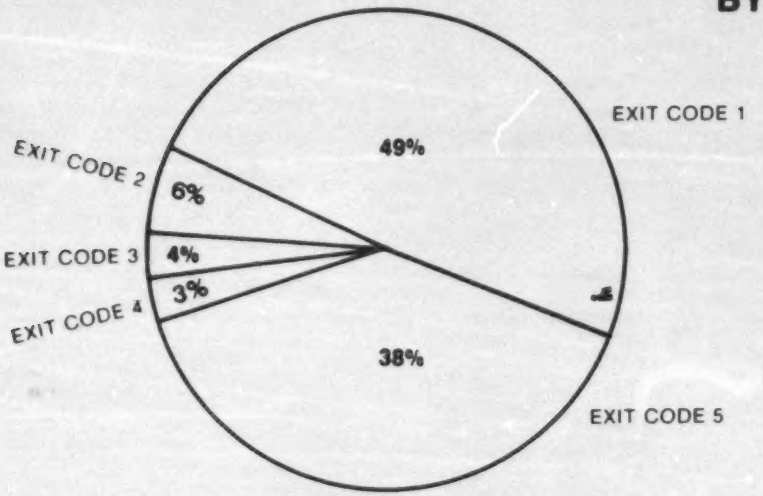
Figure 6, a graphic representation of the percentage of students exiting from bilingual programs by exit code, clearly indicates that a majority of the students in Illinois left bilingual programs because they were judged able to perform successfully in an all-English classroom as determined by district exit criteria.

Exit Code 1 (Transitioned) provides an index of the number of students who were judged by district personnel as being able to perform successfully in an all-English classroom according to the districts' exit criteria. Statewide, 78% of all students exiting were successfully transitioned. Downstate, 49% of all students leaving the program were reported in Exit Code 1, while Chicago reported 90% of all students in Exit Code 1. It should be noted that bilingual students in Chicago may transition between Chicago Program Categories A, B, C until re-classified to "No Program (NP)." In Chicago, Category A represents the level in which students are in greatest need of bilingual program services, while Category C students need the least.

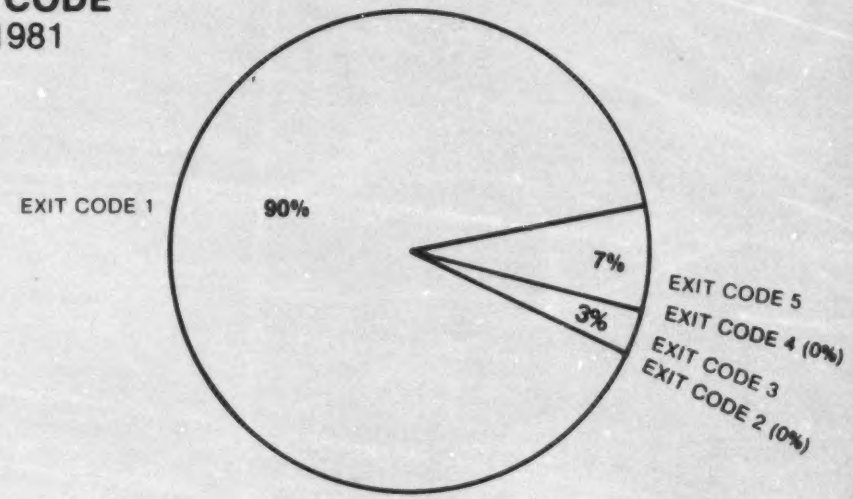
Exit Code 2 (Involuntary Program Termination), Exit Code 3 (Voluntary Program Termination), and Exit Code 4 (Dropped Out of School) account for a total of 6% of the students statewide who have exited from bilingual programs. Most of these exits occurred downstate.

FIGURE 6

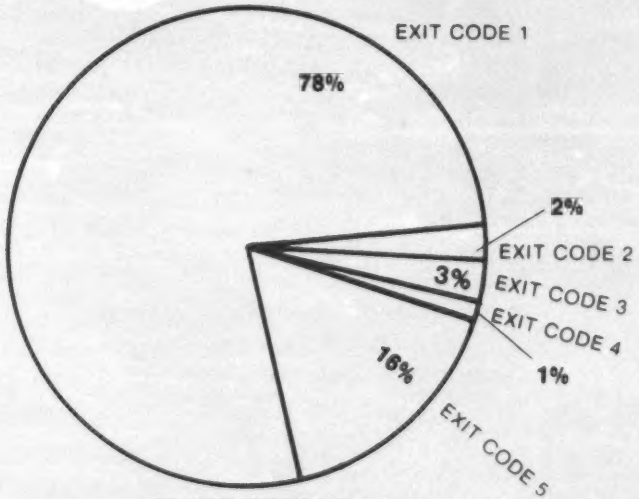
PERCENTAGE RATE OF STUDENTS EXITING BILINGUAL PROGRAMS BY EXIT CODE
1980-1981



DOWNSTATE TOTALS
Total Number of Students Exited- 1,948



CHICAGO TOTALS
Total Number of Students Exited- 4,714



STATE TOTALS
Total Number of Students Exited- 6,662

Since each student in the Chicago Public Schools has the option of attending a program which does offer a bilingual program, Exit Code 2 is not relevant for Chicago programs, and, therefore, no students were reported in that category. Exit Code 4 also has little meaning for Chicago programs, as district personnel have no way of knowing whether or not students reside within the district after dropping out of school.

It is apparent that Exit Code 5 (Other) has become a category that encompasses a variety of exit possibilities. These include student withdrawal from school, student movement to another district, and unknown or uninvestigated exit possibilities. Exit Code 5 accounts for 16% statewide (38% of Downstate and 7% of Chicago exits).

While problems in obtaining data existed for districts which have not kept longitudinal records, it appears, nevertheless, that students were moving out of bilingual programs. Data indicate that a majority of students spend 1-2 years in bilingual programs. Students who spend 3-4 years in the program comprise only 12% of the total number of students exited.

Program Exit by Language/by Grade

The five language groups representing the greatest number of students exiting are listed below:

	Downstate	Chicago	Total
Spanish	1,461	3,817	5,278
Greek	6	175	181
Korean	53	124	177
Vietnamese	56	73	129
Arabic	17	85	102

In addition to the five languages listed above, forty-seven other languages compose the remaining students exiting from bilingual programs.

Table 14 provides a breakdown of the number and percentage of students exiting during the 80-81 school year from bilingual programs in language groups encompassing 100 or more exited students. Greek, Korean, and Arabic language groups show upwards of an annual 18% exit rate for student participating in bilingual programs. Exit categories, as previously discussed, include successful transition, voluntary, and involuntary program termination, dropped out of school, and other.

Because it was suspected that a large number of students were not shown as exiting from bilingual programs in June, 1980, but nevertheless did not return in the fall, a file merge was done between the 79-80 students data file and the current one. Any student listed as exiting in September, 1980, was assumed not to have returned after summer vacation (i.e., should have been exited as part of the 79-80 file). By obtaining this information, an updated exit rate could be calculated which would reflect the actual turnover occurring in Illinois bilingual programs. The updated exit rate for 79-80 shows that 20.7% of all students left during the 12-month period from September, 1980 to September, 1981.

Table 14

Percentage of Students Exiting
Bilingual Programs by Language
- Statewide -
1980-81

Language	Students Participating	Total Number of Students Exiting		Total Percentage of Students Exiting
Spanish	31,590	5,278		16.7%
Greek	380	181		47.6%
Korean	593	177		29.8%
Vietnamese	699	129		18.5%
Arabic	379	102		26.9%
Others	3,387	795		23.5%
	37,028	6,662	MEAN EXIT RATE =	18.0%

- Downstate -

Language	Students Participating	Total Number of Students Exiting		Total Percentage of Students Exiting
Spanish	6,684	1,461		21.9%
Hmong	288	62		21.5%
Japanese	154	62		40.3%
Lao	646	57		8.8%
Vietnamese	246	56		22.8%
Other	673	250		37.1%
Total	8,691	1,948	MEAN EXIT RATE=	22.4%

- Chicago -

Language	Students Participating	Total Number of Students Exiting		Total Percentage of Students Exiting
Spanish	24,906	3,817		15.3%
Greek	367	175		47.7%
Korean	465	124		26.7%
Arabic	335	85		25.4%
Vietnamese	453	73		16.1%
Other	1,811	440		24.3%
Total	28,337	4,714	MEAN EXIT RATE=	16.6%

This turnover rate represents an increase downstate of 31.5%. Chicago data are reported from September to September therefore an updated exit is not applicable. However, Chicago Research and Evaluation Department estimates are very similar to those reported downstate (upwards of 30%).

Appendices F, G, and H are graphic representations of the percentage of students leaving bilingual programs by grade level, an exit-rate measure. Appendices I, J, and K give a breakdown, by language, of the total number of students exiting for language groups containing the largest number of students.

An analysis of grade level as an indicator of the number of students exited from downstate bilingual programs indicates the trend toward a large number of student exits appearing at grade K-3, with the greatest percentage of exits occurring in grades 2, 8 and 12. The fewest exits appear in the 9th and 11th grades. The small number of exits (909) occurring in the high school grades are due to fewer high school students continuing in high school bilingual programs.

Chicago programs show slightly different exit trends. A large number of student exits occur at grades 2, 3, and 4 with the greatest number of exits appearing in 2nd grade. The fewest exits occur in grades 10-12. Chicago program exit trends indicate rises in exit patterns at grades 1, 2, and 11.

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Appendix A

Total Students Participating in Bilingual Programs by Language 1980-81

Language	Downstate	Chicago	State Total
1. Spanish	6,684	24,906	31,590
% of Total	77.0%	87.9%	85.3%
2. Lao	646	79	725
% of Total	7.4%	.3%	2.0%
3. Vietnamese	246	453	699
% of Total	2.8%	1.6%	1.9%
4. Korean	128	465	593
% of Total	1.5%	1.6%	1.6%
5. Greek	13	367	380
% of Total	.1%	1.3%	1.0%
6. Arabic	44	335	379
% of Total	.5%	1.2%	1.0%
7. Assyrian	23	346	369
% of Total	.3%	1.2%	1.0%
8. Cantonese	21	327	348
% of Total	.2%	1.2%	1.0%
9. Hmong	288	48	336
% of Total	3.3%	.2%	1.0%
10 Others	598	1,011	1,609
% of Total	6.9%	3.6%	4.3%
Total	8,691	28,337	37,028
% of Total	100%	100%	100%

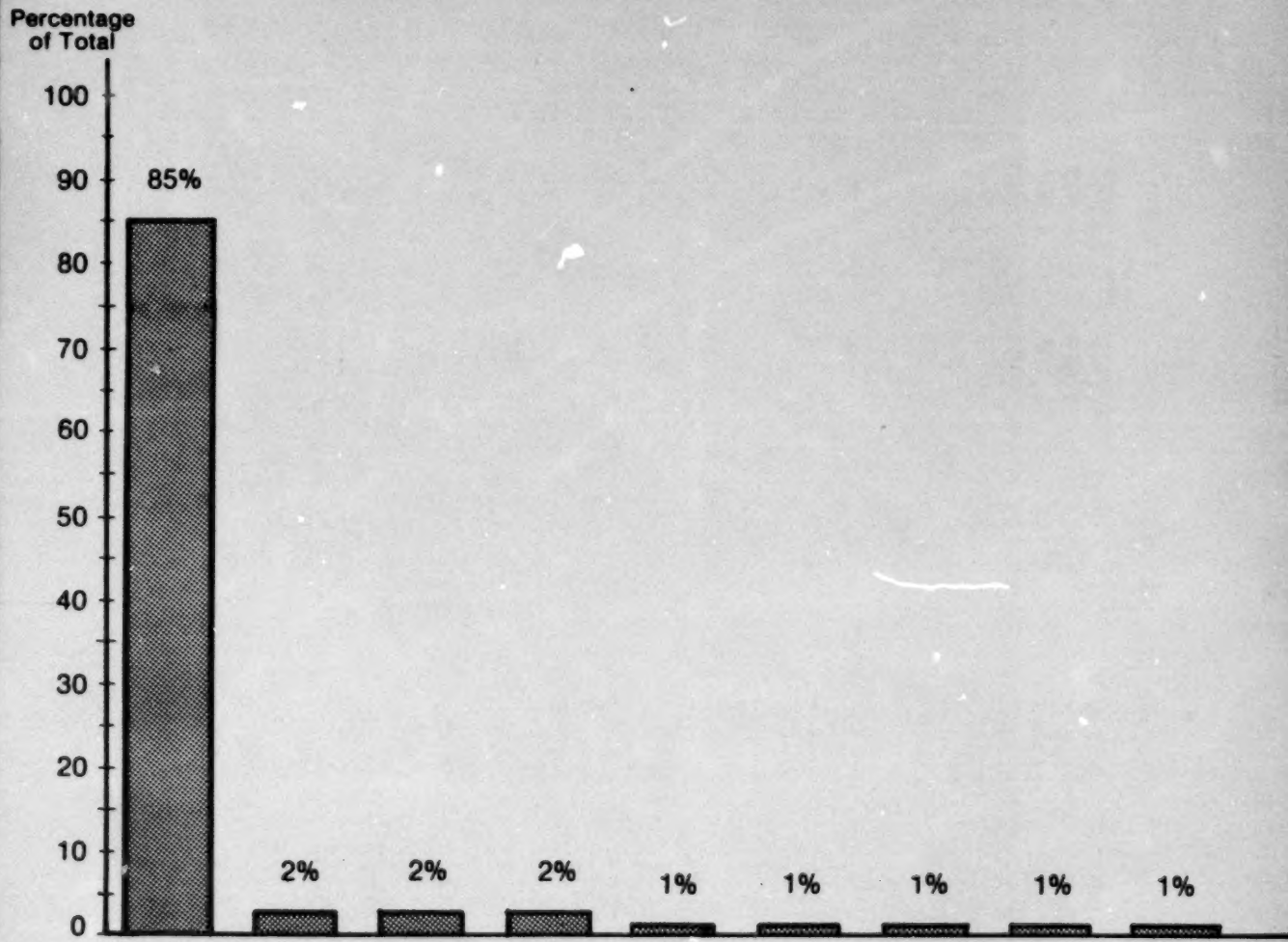
Appendix B

Total Students from Non-English Backgrounds and Those Eligible for Program Participation - Statewide Totals - 1980-81

Code	Language	Column A	Column B	Column C	% Eligible for Bilingual Program Participation
001	Spanish	95,559	41,315	54,244	43%
002	Greek	5,912	1,049	4,863	18
003	Italian	5,166	1,102	4,064	21
004	Polish	2,732	487	2,245	18
005	German	2,787	221	2,566	8
007	Serbian/ Croatian	1,839	288	1,551	16
008	Korean	4,578	1,357	3,221	30
009	Pilipino	3,709	657	3,052	18
010	Arabic	2,476	986	1,490	40
011	Japanese	1,334	373	961	28
012	French	782	178	604	23
014	Hindi (Hindustani)	2,257	387	1,870	17
021	Cantonese (Chinese)	2,211	634	1,577	29
025	Assyrian (Akkadian)	1,300	689	611	53
030	Mandarin (Chinese)	762	126	636	17
033	Urdu	854	300	554	35
034	Vietnamese	2,347	1,577	770	67
035	Russian	685	385	300	56
037	Gujarati	931	341	590	37
068	Hmong	609	542	67	89
074	Lao	1,548	1,344	204	87
	Others	7,238	1,920	5,320	27
	Total	147,616	56,256	91,360	

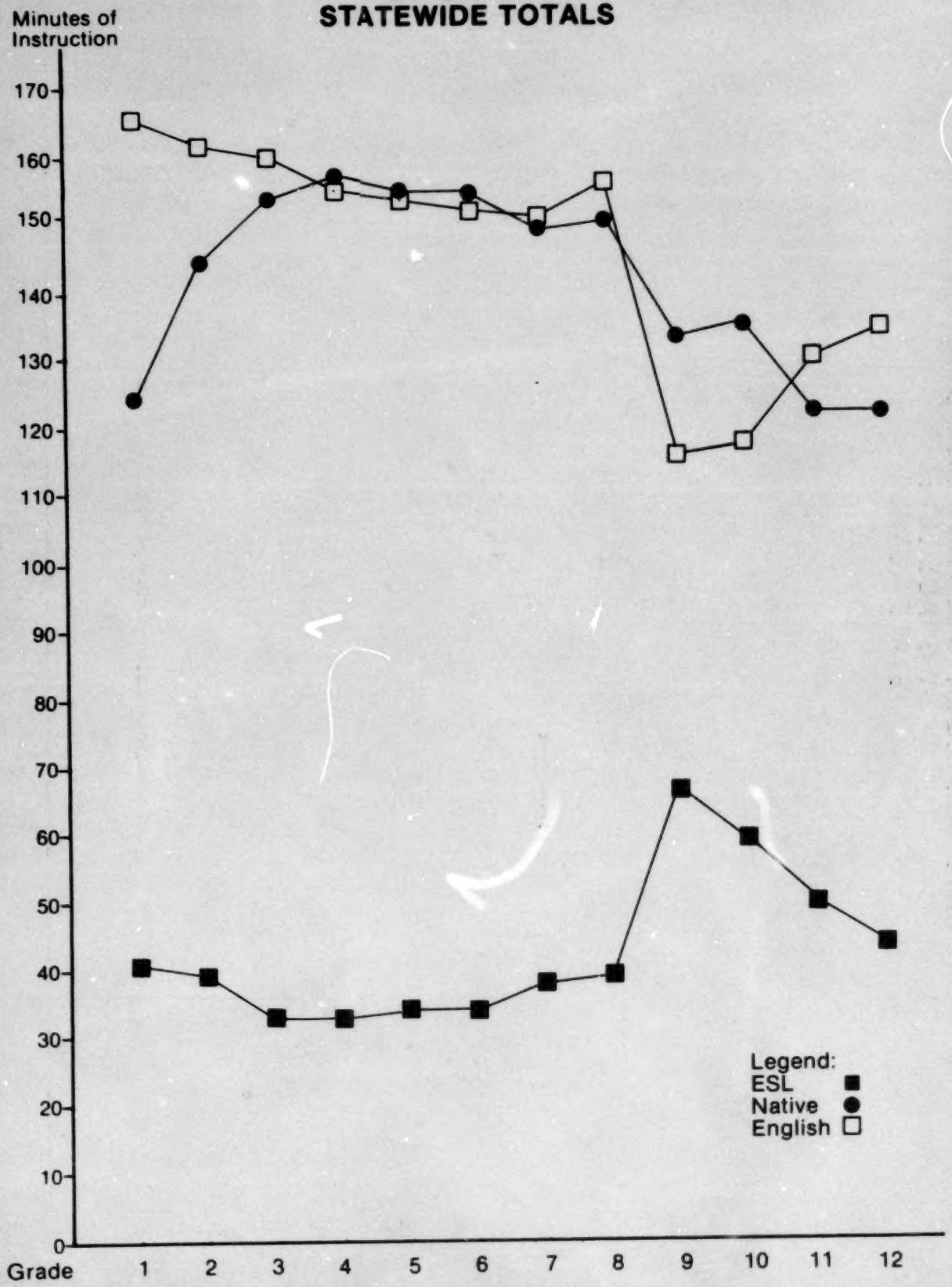
APPENDIX C

PERCENTAGE OF TOTAL STUDENTS PARTICIPATING IN BILINGUAL PROGRAMS — BY LANGUAGE



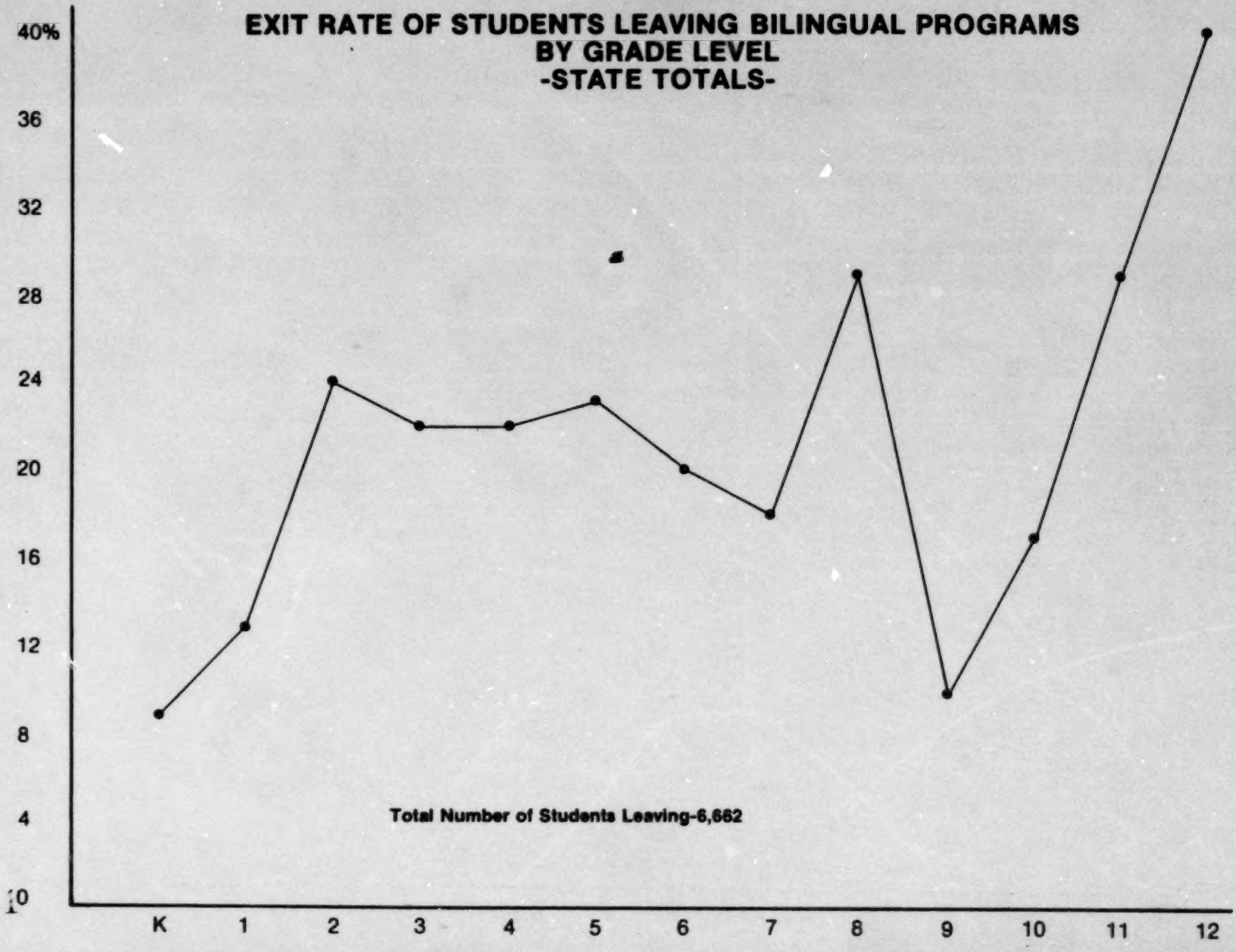
APPENDIX D

AVERAGE MINUTES OF INSTRUCTION BY GRADE STATEWIDE TOTALS



APPENDIX E

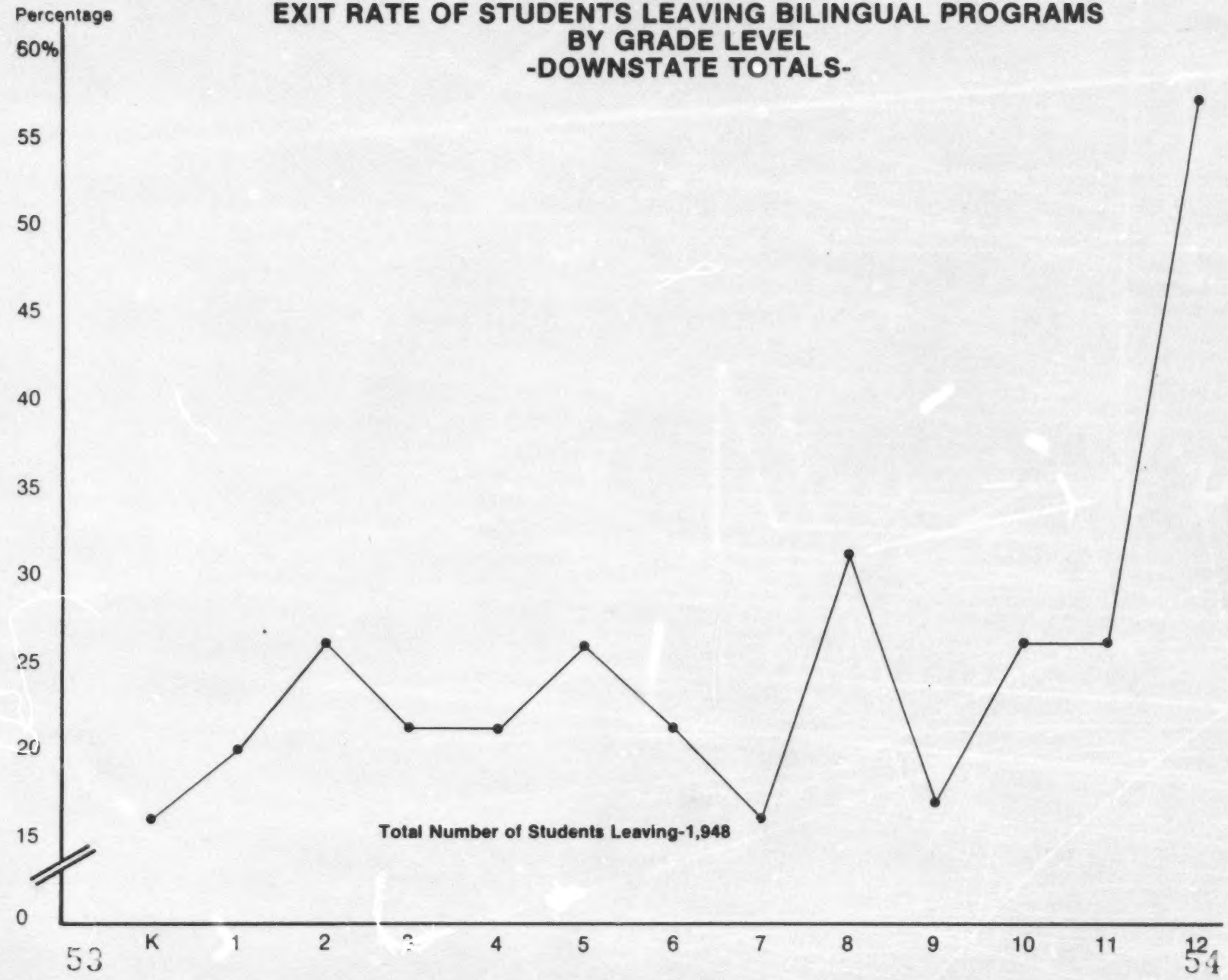
EXIT RATE OF STUDENTS LEAVING BILINGUAL PROGRAMS BY GRADE LEVEL -STATE TOTALS-



Total Number of Students Leaving-6,662

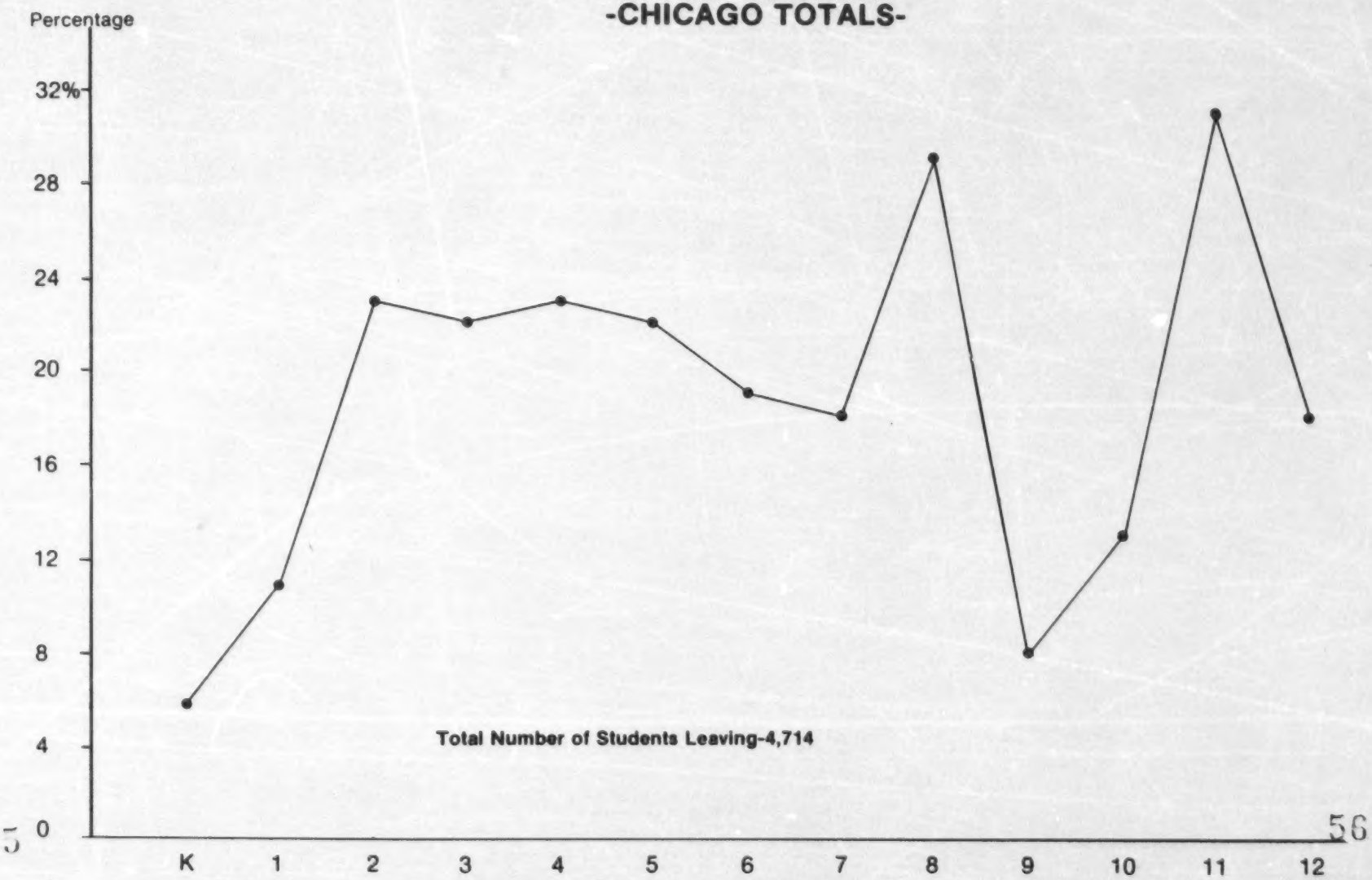
APPENDIX F

EXIT RATE OF STUDENTS LEAVING BILINGUAL PROGRAMS BY GRADE LEVEL -DOWNSTATE TOTALS-



APPENDIX G

EXIT RATE OF STUDENTS LEAVING BILINGUAL PROGRAMS BY GRADE LEVEL -CHICAGO TOTALS-



Appendix I

Total Students Exiting by Grade/by Language - State Totals - 1980-81

Language	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Spanish	411	583	965	671	558	481	362	277	393	163	158	148	108	5,278
Greek	12	36	40	31	10	9	6	10	4	5	4	10	4	181
Korean	5	20	19	14	18	24	19	9	18	4	11	11	5	177
Vietnamese	5	9	10	9	6	36	7	1	9	10	29	20	8	129
Arabic	6	16	10	8	12	11	9	4	16	2	4	1	4	102
Cantonese	1	2	5	4	3	1	3	2	2	10	23	9	1	66
Hmong	6	10	4	3	2	4	2	7	2	12	10	1	1	64
Polish	3	8	5	3	2	4	0	4	7	10	5	9	2	62
Japanese	16	20	8	7	2	4	2	0	0	0	1	1	1	62
Lao	4	5	5	3	1	3	5	3	4	6	6	8	5	58
Assyrian	2	4	6	5	5	6	1	0	6	5	5	11	1	57
Other	45	38	61	40	41	45	36	31	37	11	19	16	13	426
Total	516	750	1,138	798	655	598	452	348	498	238	275	245	151	6,662

Appendix J

Total Students Exiting by Grade/by Language - Downstate Totals - 1980-81

Language	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Spanish	165	227	219	113	101	113	74	45	91	67	94	65	87	1,461
Hmong	6	10	4	2	2	3	2	7	2	12	10	1	1	62
Japanese	16	20	8	7	2	4	2	0	0	0	1	1	1	62
Lao	4	5	5	3	1	3	5	3	4	5	6	8	5	57
Vietnamese	4	2	3	5	1	2	5	1	4	1	6	14	8	56
Korean	1	5	3	5	6	4	9	2	8	1	2	2	4	53
Pilipino	2	2	4	0	0	3	0	3	0	1	1	1	1	18
Arabic	1	4	0	0	0	4	1	0	1	0	2	0	4	17
Gujarati	5	0	2	1	0	0	1	2	3	0	0	0	2	16
Other	27	16	24	13	7	8	8	7	7	3	9	7	10	146
Total	231	292	272	149	120	144	107	70	120	90	131	99	123	1,948

Appendix K

Total Students Exiting by Grade/by Language - Chicago Totals - 1980-81

Language	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Spanish	246	356	746	558	457	368	288	232	302	96	64	83	21	3,817
Greek	11	35	39	30	9	9	6	9	4	5	4	10	4	175
Korean	4	14	16	9	12	20	10	7	10	3	9	9	1	124
Arabic	5	11	10	8	12	7	8	4	15	2	2	1	0	85
Vietnamese	1	7	7	4	5	4	2	0	5	9	23	6	0	73
Cantonese	0	1	4	3	3	1	3	2	3	8	23	9	0	60
Polish	3	8	4	2	2	4	0	4	6	10	5	8	2	58
Russian	2	3	4	5	12	8	5	4	6	3	0	0	0	53
Italian	3	3	8	6	2	4	9	1	7	4	1	2	0	50
Assyrian	0	1	5	5	6	1	1	0	4	5	5	11	0	48
Other	10	19	23	19	15	28	13	15	16	3	8	7	0	171
Total	285	458	866	640	535	454	345	278	378	148	144	146	28	4,714

Appendix L

Definition of Terms

The following definitions of terms are necessary for common understanding and interpretation of information related to bilingual education in Illinois. The terms included in this report pertain to program definition, administration and evaluation within the operational context of the 80-81 school year.

Annual Student Report (ASR) -- A computer-generated turnaround form which collects individual student data on students participating in bilingual programs.

Bilingual Program Application -- A form designed to provide program descriptions at the attendance-center level. It contains a vehicle for describing the District Assessment Procedure and Student Waiver Requests.

Bilingual Census -- A form which records all non-English background students and distinguishes those eligible for program participation.

Children of Limited English Proficiency (LEP) -- A term which refers to children from non-English backgrounds who are achieving below grade level in listening, speaking, reading or writing English and, as such, are eligible for bilingual program instruction.

Children of Limited English-Speaking Ability (LESA) -- The present Rules and Regulations for Transitional Bilingual Education are currently in the process of revision to replace the term LESA with LEP (above). However, until these revisions are implemented, the definition of LESA is germaine to this report. This term refers to children who:

a) were born in a country whose native tongue is a language other than English and
b) who are presently unable to perform successfully in classes in which instruction is given solely in English; and
c) children who were born in the United States of parents possessing limited English-speaking fluency and who are presently unable to perform successfully in classes in which instruction is given only in English.

District Assessment Procedure (DAP) -- A plan devised by the local district which describes a procedure for identification of students with a non-English background; the procedure for evaluating the English proficiency of students whose first or native language is English; and the average English proficiency, performance or achievement level by grade or age equivalent for students whose first, or native language is English.

Downstate Bilingual Programs -- Refers to the 75 state-funded transitional bilingual programs located outside of the City of Chicago.

English as a Second Language (ESL) -- Specific teaching or tutoring activities designed for non-native English-speaking children. ESL does not include English instruction as received in an all-English general classroom.

Multilingual Program -- A program of bilingual instruction offered by local districts whereby students who may not share a common language are provided services. English as a second language and native language subject matter are taught by teachers, aides and/or tutors who speak the language of the child.

Program In Transitional Bilingual Education -- A program of instruction

1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school district which shall be given in the native language of the children of limited English-speaking fluency who are enrolled in the program, and in English, and
2) in the language arts of the native language of the children of limited English-speaking fluency who are enrolled in the program and in aural comprehension, speaking, reading, and writing of English, and
3) in the history and culture of the country, territory and geographic area which is the native land of the children or of the parents of children of limited English-speaking fluency who are enrolled in the program and in the history and culture of the United States.

Student Cumulative Record (SCR) -- A form which remains at the district level for local use and serves to collect information for the Annual Student Report.

Turnover Rate -- A figure which represents the total number of students leaving bilingual programs during one program year. This figure includes those students exiting prior to June plus students not returning for the fall session. The turnover rate, therefore, is an update of the previous year's exit rate.

Waiver of Program Participation -- A procedure whereby local districts may request to waive the requirement for bilingual program participation because an appropriate instructional program other than bilingual education will be provided.

EXIT CODES

01. Transitioned - Student is able to perform successfully in an all-English classroom as determined by district exit criteria or student has graduated.

02. Involuntary Program Termination - Student has moved or been promoted within the district to an attendance area which does not require nor offer a bilingual program.

03. Voluntary Program Termination - Student has withdrawn from the program at the request of the parents.

04. Dropped Out of School - Student has dropped out of school but still resides within the school district.

05. Other - Student has either withdrawn from school and moved to another district or his/her status is unknown.

Appendix M

Test Descriptions

Because language proficiency tests are not often used by general public school educators, a brief description as found in A Guide to Assessment Instruments for Limited English-Speaking Students (Reynolds & Sisson, 1978) follows:

Boehm Test of Basic Concepts:

A diagnostic instrument used to measure the child's mastery of concepts related to space, time, and quantity. There are 25 pictorial items which are arranged in order of increasing difficulty. The examiner makes a brief statement about each item and asks the students to choose the picture which best corresponds. Students respond by marking answers in their test booklets. The test may be individual or group administered and is appropriate for grades K-2. Approximately 20 minutes is required for test administration.

Functional Language Assessment:

An individually administered survey of students' ability in comprehension and production of English. It consists of a total of 15 questions in 3 sections: 1) Comprehension, 2) Production/Repetition, and 3) Comprehension/Production. The FLA is appropriate for 1st through 12th grades and takes 7-15 minutes to administer.

Interamerican:

A norm-referenced instrument which assesses vocabulary and reading comprehension skills. There are 3 levels: 80 items on Level 1, 110 items on Level II, and 125 items on Level III. For Levels I and II, students respond by marking answers in test booklets. For Level III, students use a separate answer sheet. This test is group administered. Administration time is 20-25 minutes for Levels I and II and 41 minutes for Level III. The grade range is 1-13.

James Language Dominance Test:

A diagnostic instrument used to measure a student's receptive and expressive vocabulary ability. A total of 40 parallel items are included in Spanish and English. Students respond orally. This test is individually administered and administration time is approximately 10 minutes. The test is appropriate for grades K-1.

Language Assessment Scales:

A diagnostic instrument containing 100 items designed to assess phonemic production and discrimination, vocabulary production, sentence comprehension, oral production skills, and a student's ability to use language to attain specific goals. Instructions are given orally, and items stimuli are either taped or pictured in the

test booklet. Students respond orally or by pointing. The test is individually administered. A language arts supplement containing follow-up learning activities and language games related to each test item is available. The test takes 20 minutes to administer in English and 20 minutes to administer in Spanish and is appropriate for grades K-12.

Peabody Picture Vocabulary Test:

An instrument used to provide an estimate of the subject's understanding of English vocabulary words. The examiner says a word for each of the 150 picture sets (4 pictures in each set) in the series and the student responds by pointing to the correct picture. The test takes approximately 15 minutes to administer and is appropriate for grades pre-K through adult.

Language Assessment Battery:

A norm-referenced instrument composed of English and Spanish versions appropriate for grades K-12. The purpose of the LAB is to assess a student's reading, writing, listening comprehension and spelling skills in order to determine language dominance. This test takes 5-40 minutes to administer depending on the level of administration. Level I (grades K-2) contains 40 items; level II (grades 3-6) contains 92 items and level III (grades 7-12) contains 56 items.

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